

Inclusive Teaching Practices in the Lab Setting

<p>Chickering and Gamson (1987) Seven Principles for Active Learning</p>	<p style="text-align: center;">Nine Principles of Universal Instructional Design</p>
<ol style="list-style-type: none"> 1. Encourages contact between students and faculty 2. Develops reciprocity and cooperation among students 3. Encourages active learning 4. Gives prompt feedback 5. Emphasizes time on task 6. Communicates high expectations 7. Respects diverse talents and ways of learning 	<p>Principle 1: Equitable use Instruction is designed to be useful for and accessible to people with diverse abilities. Students are provided equal opportunities to make use of instruction in the lab setting. Students who cannot perform lab tasks conventionally have the opportunity to demonstrate their aptitude and skills in alternative ways.</p> <p>Principle 2: Flexibility in use Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.</p> <p>Principle 3: Simple and intuitive Instruction is designed in a straightforward, predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.</p> <p>Principle 4: Perceptible information Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.</p> <p>Principle 5: Tolerance for error Instruction anticipates variation in individual student learning pace and prerequisite skills.</p>

	<p>Principle 6: Low physical effort Instruction is designed to minimize nonessential physical effort to allow maximum attention to learning. Note: This principle does not apply when physical effort is integral to essential requirements of a course.</p> <p>Principle 7: Size and space for approach and use Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use, regardless of a student's body size, posture, mobility, and communication needs.</p> <p>Principle 8: A community of learners The instructional environment promotes interaction and communication among students and between students and faculty.</p> <p>Principle 9: Instructional climate Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.</p>
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References

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Scott, S., McGuire, J., and Shaw, S. (2003). Universal Design for Instruction: A new paradigm for adult instruction in postsecondary education. *Remedial and Special Education*, 24 (6), 369-379.